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The Pyramid Method of Teaching Information Literacy

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Marymount University

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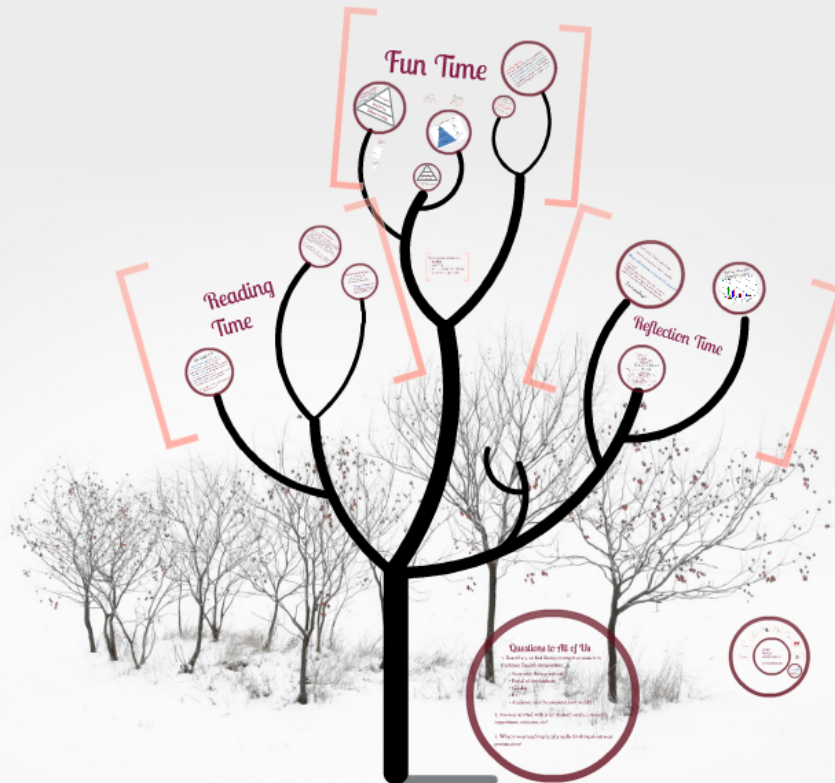


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Dursi, Marcia and Yang, Mason, "The Pyramid Method of Teaching Information Literacy" (2013). *Georgia International Conference on Information Literacy*. 8.
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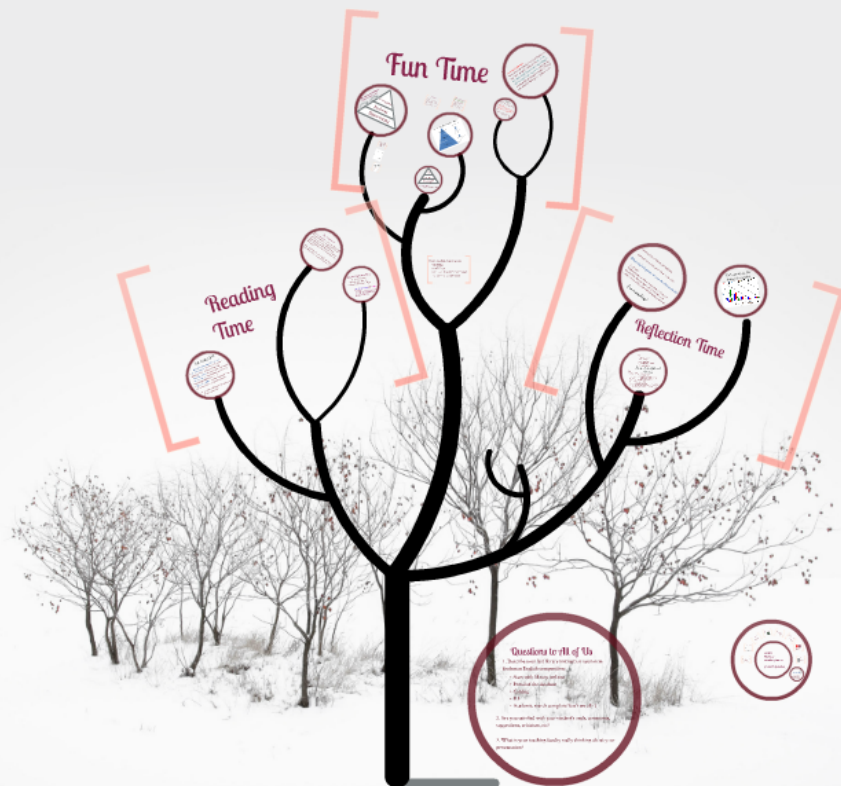


Pyramid Method of Teaching Information Literacy

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Questions to All of Us

1. Describe your last library instruction session in freshman English composition:

- Start with library website
- Portal of the database
- Catalog
- ILL
- Academic search complete(don't we all?)

2. Are you satisfied with your student's evals, comments, suggestions, criticism, etc?

3. What is your teaching faculty really thinking about your presentation?

EN 102 The 1920' Secondary Sources (Contact Information)



Options for using sources
Evaluation of the difference between primary and secondary sources.
Use Search Planning Worksheet to locate secondary print resources for EN 102 Course.
Locate secondary sources at the time a report is a completed library database, such as the Gale eLibrary Library or ProQuest, Search Complete using your Search Planning Worksheet.

Search Planning Worksheet
Use this worksheet to plan your search.
Why did you choose this source?
Where did you find this source?
How did you evaluate this source?

Secondary Sources
Secondary sources are sources that have been written by someone who has researched the topic and is writing about it.
Examples:
- A book
- A journal
- A newspaper
- A website
- A video

History on Secondary Sources: 1920s
Examples:
- The Great Depression
- The New Deal
- The Harlem Renaissance
- The Prohibition Era
- The Roaring Twenties
- The Lost Generation
- The Jazz Age
- The Flapper Era
- The Gatsby Era
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Examples of Secondary Sources from the 1920s
Examples:
- The Great Depression
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What is a periodical index?
- It is a book or a website that lists the titles of the articles in a periodical.
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Give credit where credit is due
- Use the citation information provided in the citation guide.
- Use the citation information provided in the citation guide.
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- Use the citation information provided in the citation guide.

Ask for help!
Reference Assistance
By phone: 755-284-4469
(main campus Reference Desk phone)
By email: library@marymount.edu
By our IM screen name: AskMULibrary
(via AOL, Google Talk, MSN or Yahoo!)

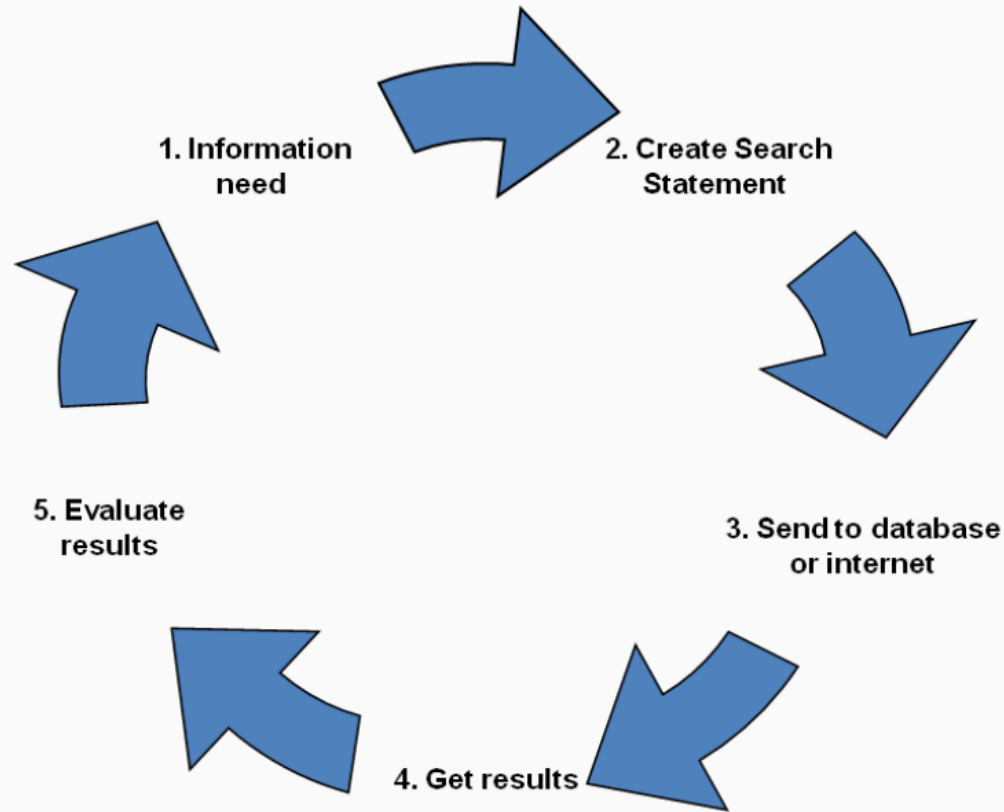
Objective for today's session:

Understand the difference between primary and secondary sources.

Use Search Planning Worksheet to locate secondary print sources in the ALADIN Catalog.

Locate secondary source articles on a topic in a multidisciplinary database such as ProQuest Research Library or Academic Search Complete using your Search Planning Worksheet

Steps for a successful search



Done?

Stop

or

Revise search and try again

Research Preparation: Let's review

What do you want to find out

What kind of resources will be best

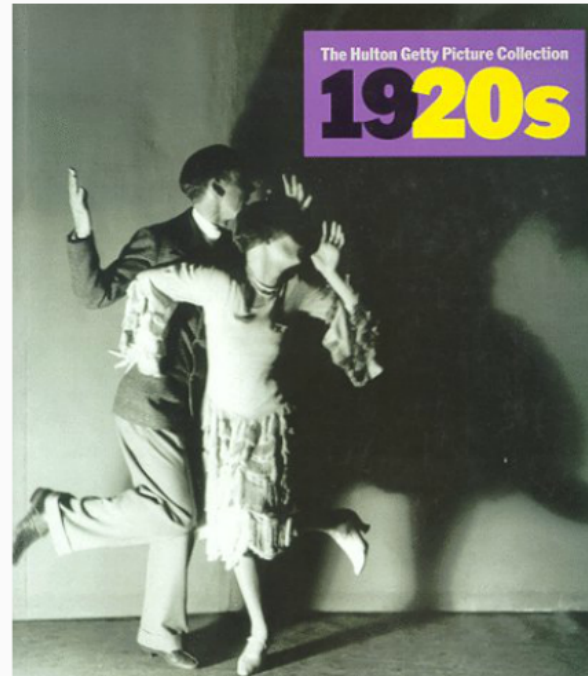
Where and how do you look for those resources

Remember to give credit for what you used

Secondary Sources

Secondary sources interpret, comment on, or analyze an event or period

- Indexes
- Biographies
- Encyclopedias
- Books
- Journals



Primary

- Charlie Chaplin autobiography
- “East St. Louis Toodle-oo ” by Duke Ellington
- Flapper style dress from trunk in attic
- “Jazz Singer”
- Legislation For 1919 Prohibition Of Intoxicating

Beverages

Primary vs. Secondary Sources: 1920s

Secondary

- Charlie Chaplin biography
- Cover of “East St. Louis Toodle-oo ”
- Flapper dress bought at Lord and Taylor
- “Singing in the Rain”
- Book about Prohibition

Examples of Secondary Sources from the 1920s

- A book about the St. Valentine's Day Massacre
- A book about daily life in the 1920s
 - Comparison of the economy of the 20s with the economy of the 2000s.
 - A book about prohibition and bootleggers



What is a periodical index/database?

- Way to provide access to millions of articles by indexing them by title, author and subject
- Many now have full text
- Databases are big business and information isn't free
- Many of the best journals and magazines are only available through databases

Give credit where credit is due



- List/Cite everything you consult/use
- For help with citation questions visit the Learning Resource Center or set up an appointment with a tutor.

Ask for help!



Reference Assistance

By phone: 703-284-1649

(main campus Reference Desk phone)

By email: library@marymount.edu

By our IM screen name: AskMULibrary

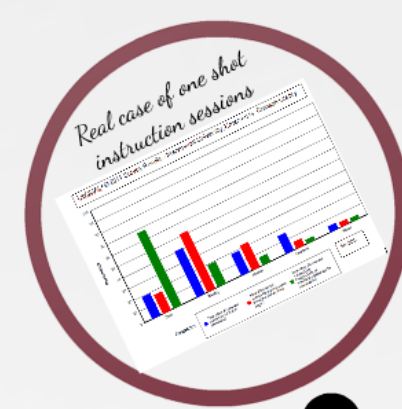
(via AOL, Google Talk, Meebo, MSN or Yahoo!)

Traditional LJs = Training and marketing
 Low level skill for a specific database or discipline

What really happens in one-shot LI sessions?

Best Result:
 Students become an skilled/advanced users of one or a few databases, but can't figure out how to use a new database or research tool for different information needs

Brainwashing!



Reflection Time

The good, the bad, and the ugly

Pros:

- Structured lesson.
- Easy to prepare.
- Assignment specific.
- Teaching faculty satisfied.
- (a long list for sure)

Cons:

- One shot without context.
- Persons learn more than course covers.
- Little if any transferable knowledge: even graduates come back again and again with each new course because they can't transfer the knowledge to the new course.
- Missing links to prior learning, history, teaching, feedback.
- For some who don't learn, use of context and basic info to the course, but to Google it the day before assignment due.

Pros:

- Structured lesson,
- Easy to prepare,
- Assignment specific
- Teaching faculty satisfied
- (a long list for sure)

The good, the bad, and the ugly

Cons:

- One shot without context
- Process driven other than concept driven
- Little if any transferable knowledge: even graduates come back again and again with each new course because they can't transfer the knowledge to the new course
- Missing links to prior knowledge
- For ones who already knew, boring, texting, facebooking; for ones who don't know, out of context and huge gap to cross, lost to Google til the day before assignments due

Traditional LI's = Training and marketing

Low level skill for a specific database or discipline

What really happens in one-shot LI sessions?

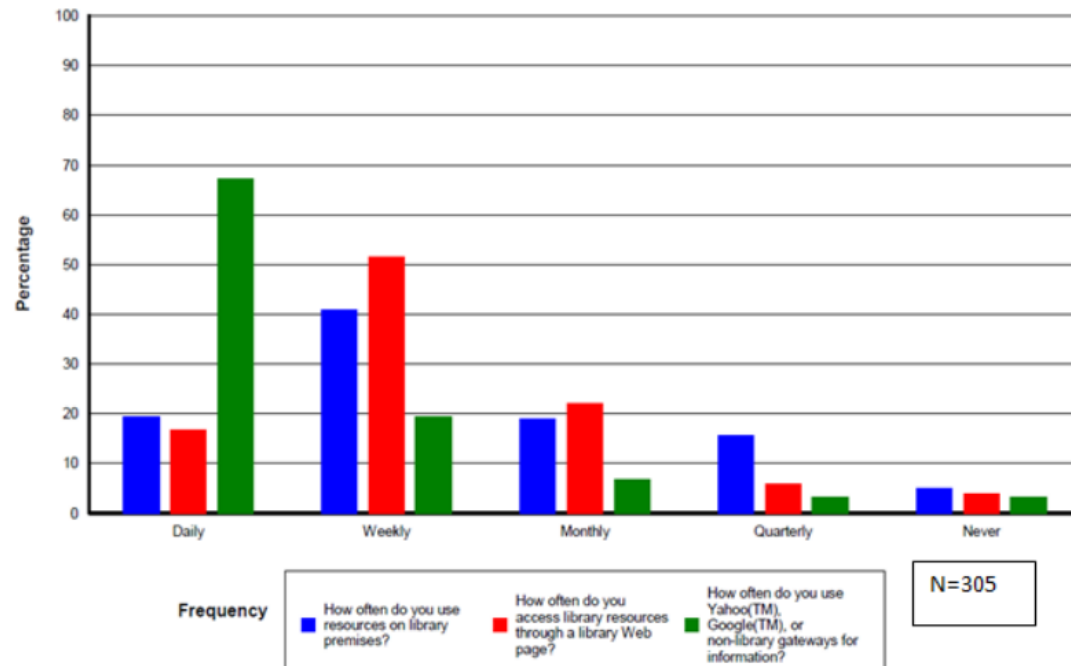
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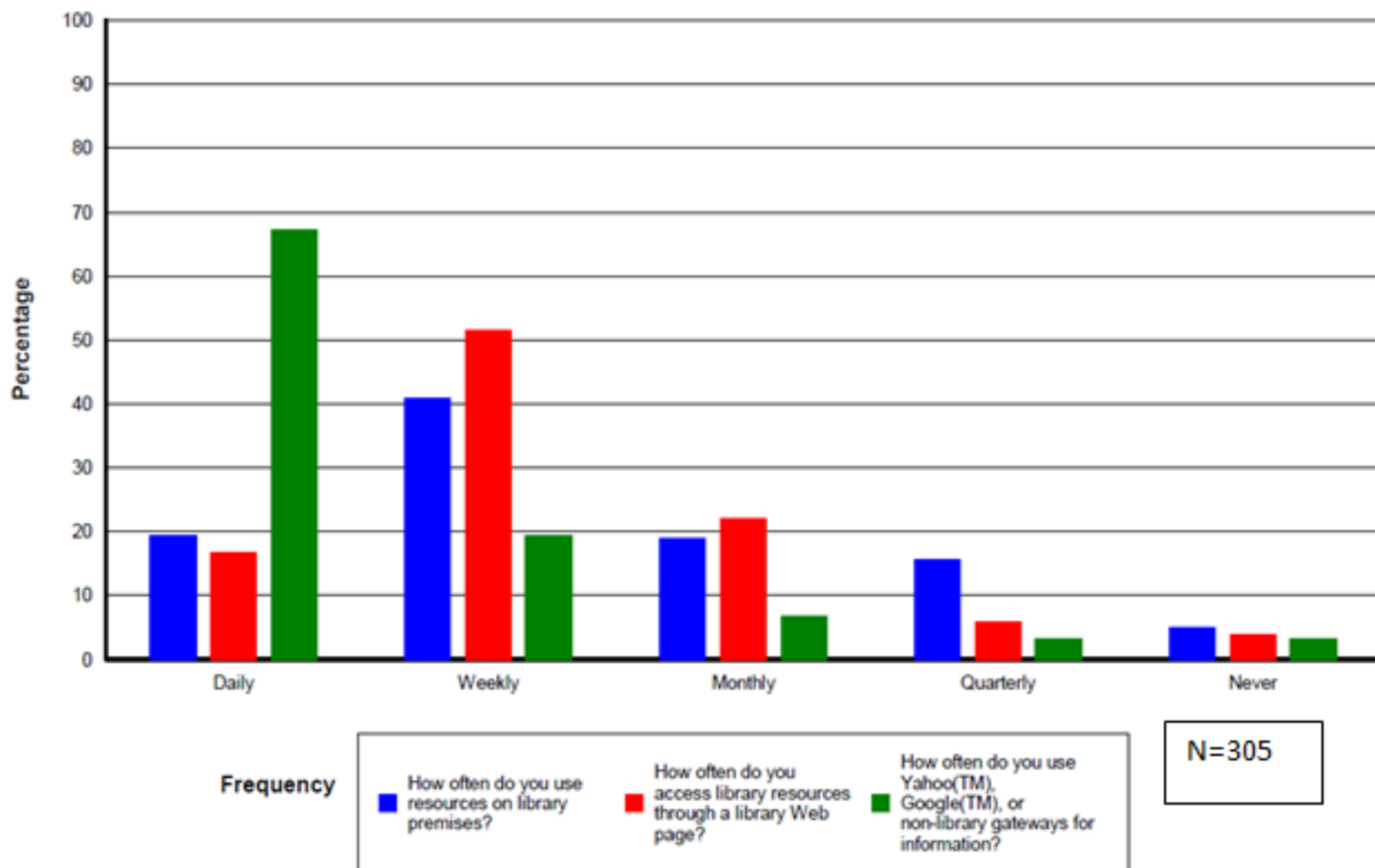
Brainwashing!

Real case of one shot instruction sessions

LibQUAL+© 2011 Survey Results - Marymount University, Emerson G. Reinsch Library



LibQUAL+® 2011 Survey Results - Marymount University, Emerson G. Reinsch Library



Reading Time

BIG QUESTION:

How do learners acquire knowledge?

1. **Prior Knowledge**-- The whole of a person's knowledge before a certain learning task.
2. **Social Negotiation**-- Learning from other students
3. **Self-Regulation**-- Goal setting, plan making and monitoring one's learning process.
4. **Meaningful Tasks**-- Instructor provided exercises which mirror future workplace situations.

(See Handbook of Research on Learning and Instruction pg. 364)

Independent Quote

"If the new information is accurate or congruous with preexisting knowledge, learning is facilitated. If the knowledge is incongruous with preexisting knowledge, then one's perception takes precedence and actually interferes with the acquisition of accurate information."

Jones, D.H. Grabowski, R.L. (1993). Handbook of individual differences: Learning & instruction, p.41.

Piaget and Constructivism Theory:
Learners do not receive knowledge passively--they construct their own knowledge!

"Prior skills and knowledge transfer directly to new learning... when prior knowledge exists, acquisition of new information is facilitated" (Jensen and Grabowski, 1993, p.122)

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Important Quote

"If the new information is accurate or congruous with preexisting knowledge, learning is facilitated. If the information is incongruous with preexisting knowledge, then one's perception takes precedence and actually interferes with the acquisition of accurate information."

Jonassen, D.H.; Grabowski, B.L. (1993). Handbook of individual differences, learning, & instruction, p.421.

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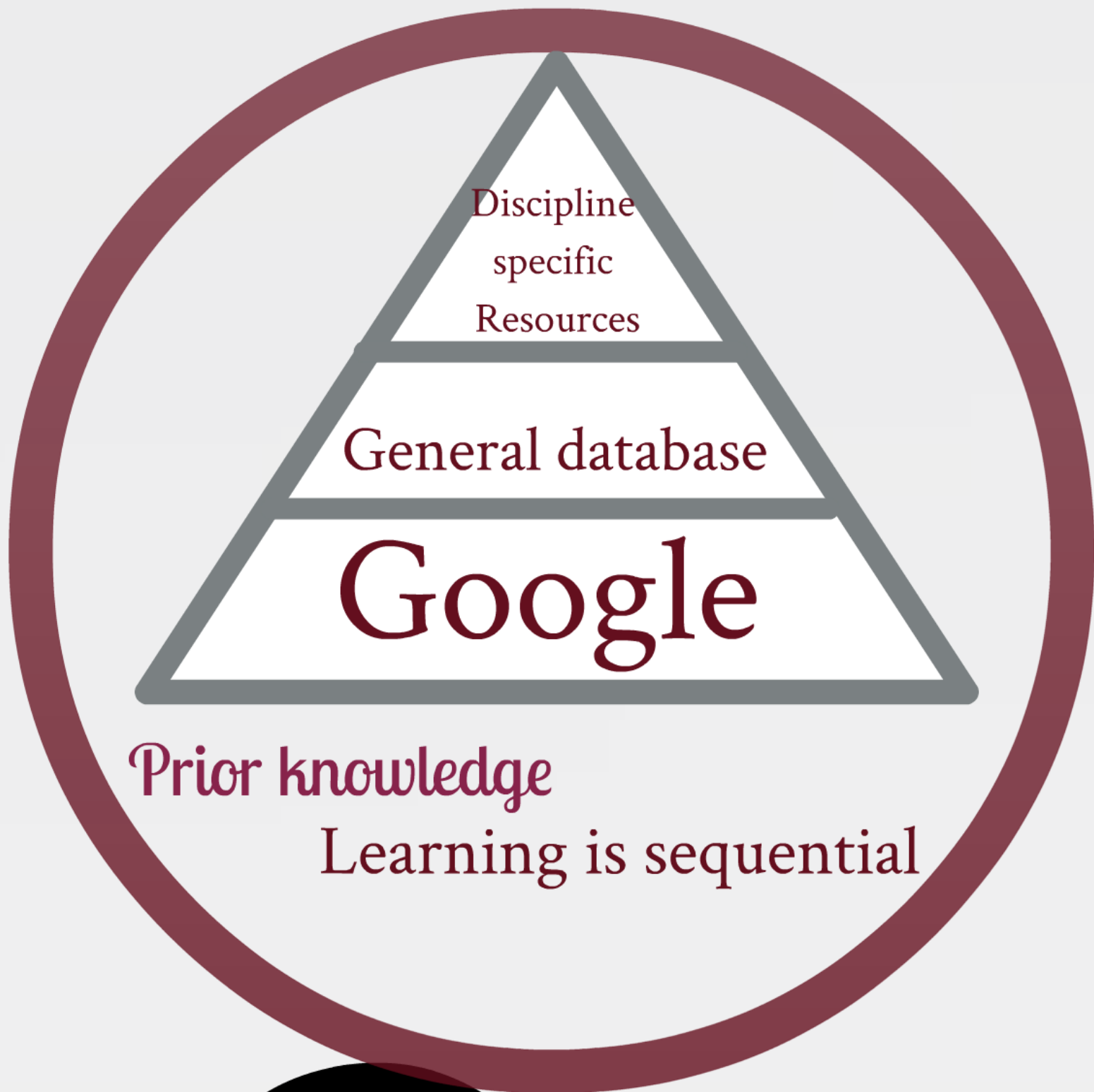
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and Grabowski, 1993, p.421)

How to facilitate learning now:

- modeling
- scaffolding
- stimulate deep learning through reflection and exploration





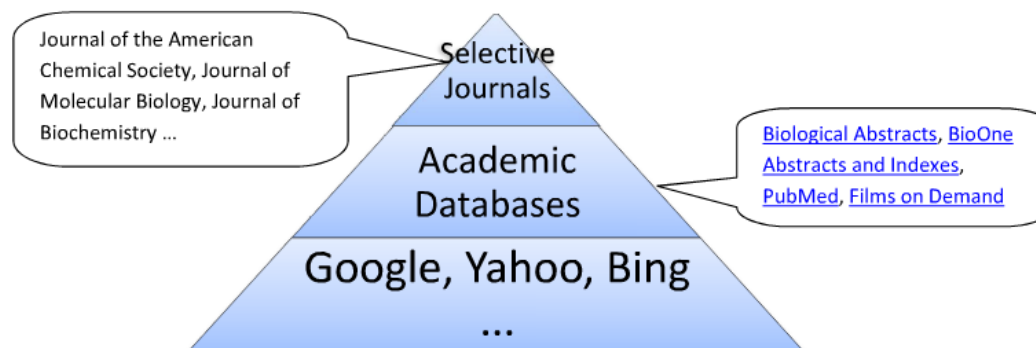
How to teach with this strategy:

- Total class participation
- Questions leading discussions
- Peer-to-Peer teaching
- Class talking points
- Few handouts

Spring 2013

Mason Yang
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www.marymount.edu/academics/ils

Library Instruction for BIO 151



Research Pyramid

Research exercise: Suppose you are preparing for a debate on how the fast growing biofuel industry impacted the environment. Find at least three journal articles published in the last five years on this topic.

Narratives of your exercise:

Academic Research DOs	Academic Research DON'Ts
Using Google, Wikipedia to start	Using online information as reference without evaluation
Searching with one or two keywords/phrases	Searching with whole question
Using filters to narrow down search results	Using quick search function only
Using related words to broad search results	Selecting references from very limited results
Using quotation mark to search phrases	Using redundant or unnecessary words to search
Using multiply databases/sources to search if necessary	Using only one database or information source even results are very limited

Cite reference in MLA style?

- MLA style manual and guide to scholarly publishing
- Purdue OWL at: <http://owl.english.purdue.edu/owl/search.php>
- Online citation management tools:
 1. RefWorks from the library Database collection
 2. Zotero: <http://www.zotero.org/>
 3. Mendeley: <http://www.mendeley.com/>

Marcia Dursi

mdursi@marymount.eduEveryone watch: <http://www.youtube.com/watch?v=72-lzUdUIY>

Exercise 1: What is your research topic? Write it here and circle your key terms:

Exercise 2: Now you need to start searching! Go to the advance search screen in Google. Using the example from the youtube video, enter your research topic's search terms or synonyms. (evaluations of sources will be a little later)



Skills learned: The purpose of starting in Google is to collect information on the correct search terms to use and to see who writes frequently about your topic. Using a search engine will also help you to see what sources you may need to use in your paper.

Exercise 3: Now record the terms you are going to use in the library's databases.


[Go here now](#)
<http://www.marymount.edu/academics/lis>

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Based on your topic, what subject area databases are you going to select?

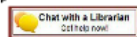
Exercise 4: Write the names of the databases you are going to use for your topic. Conduct general searches in these database.

After conducting many, many searches in a variety of databases, you should now be able to construct a precise search strategy. You should also know specific sources that will return the information you need to answer your research question. Do you?



Evaluation Criteria for your sources: See SCARAB handout and assign a point value to each of your sources on your bibliography assignment due March 1st.

Getting help



- library@marymount.edu
- Ref Desk phone number 703-284-1649
- mdursi@marymount.edu

In our next Information Literacy instruction session we will be covering citing sources in text and on the References page of a report. Please bring examples to class of proper citations you've recorded and improperly cited sources you've recorded. Additionally, if you purchased the Publication Manual of the American Psychological Association 6th edition book please bring that to class as well.

Everyone watch: <http://www.youtube.com/watch?v=72-lzUDdUfY>

Exercise 1: What is your research topic? Write it here and circle your key terms:

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Exercise 3: Now record the terms



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Based on your topic, what subj

Exercise 4: Write the names of
general searches in these datab

February 5, 2013

mdursi@marymount.edu

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Based on your topic, what subject area databases are you going to select? _____

Exercise 4: Write the names of the databases you are going to use for your topic. Conduct general searches in these database.

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Pyramid Pros & Cons

Pros:

Student engagement

Prior knowledge to help build the confidence

Target gaps/problem areas on skills, knowledge, and search strategy

Transferable skills to other courses

Level the playing field

Works well in differentiated classes because the class enables students of all different levels to progress in their own pace

Cons:

Interactive teaching caused discomfort of high organized students & teaching faculty

Can't cover all topics on traditional LI class outlines

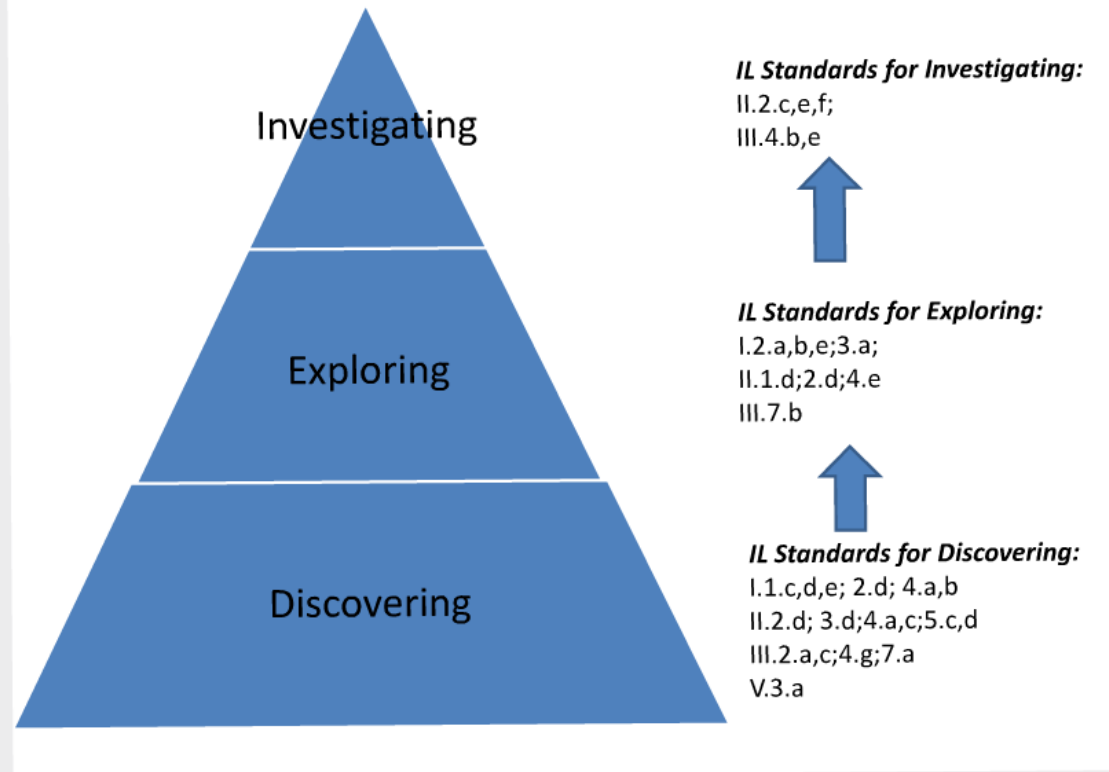
Sometimes prior knowledge is wrong!

Testimony from Last Year's Student Evals:

Question on LI Evaluation Form: What was the most important piece of information you learned during this class?

1. "I learned how to use advanced Google search and then transfer that information into Google Scholar and finally the MU database search." (MGT304--Junior)
2. "Using Google Scholar and sorting out key words and phrases" (MGT291--Junior)
3. "Google advanced search and Google Scholar" (MGT291--Junior)
4. "Finding the right topic search tools for my topic" MGT291--Junior)
5. "Searching databases with more detailed info help" (MGT291--Senior)

Information Literacy Standards by Pyramid Section



Assessment:

* Currently through LAC workshop using home grown rubric: does not tell us much about how the LI improve student's IL skills.

*In the process of implementation of IL curriculum map for all programs with 100+ student enrollment, the next step is to cover program of 50 to 99 students enrollment, which will reach 50% of all undergraduates.

*Plan:

Compare MU to others via participation in SAILS in order to benchmark then improve the IL assessment statistics.

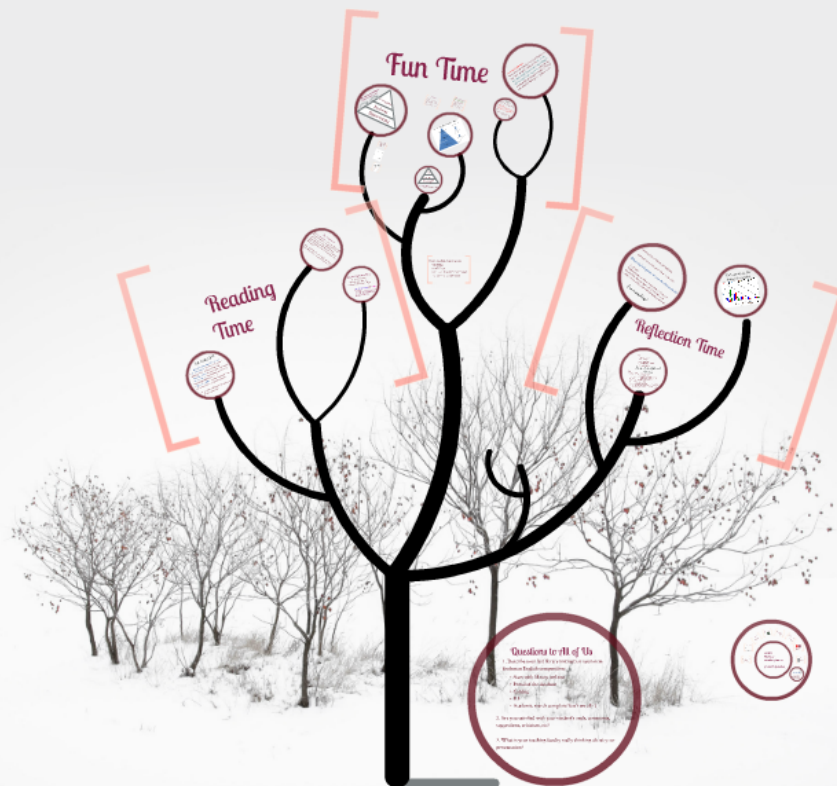
Take Away Message:

"If I had to reduce all educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly" (Ausubel, 1968, in Educational Psychology: A Cognitive View).

Assessment:

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